

Index

- American Association for the Advancement of Science (AAAS), 59
- American Mathematical Society (AMS), 23
- Association of Colleges and Preparatory Schools of the Middle States and Maryland, 17
- Assumptions, ad hoc, 208, 214
- Axiomatic systems
 - for organizing knowledge, 198
 - for theory of a group, 231
 - for an ordered field, 211, 212, 232
- Axiomatic theory, 202
- Axioms, 198-232 passim
 - defined, 199, 201
 - "true," 198
 - well-chosen, 198
- Axiom schemes, 205, 207, 214
- Bell System educational aids
 - CARDIAC, 112
- Bennett, A. A., 21
- Bernoulli (Jakob and Johann), 146-47
- Betz, William, 21
- Bruner, Jerome S., 14, 158, 333
- Bruner, Goodnow, and Austin. *See* Concepts, taxonomy of
- Buck, R. Creighton, 68
- Bugelaski, Bergen R., 167
- Butler and Wren, 306
- Cambridge Conference on School Mathematics, 26, 58, 59, 130
 - Goals for School Mathematics*, 26, 292, 307-8
- CARDIAC (Bell System), 112
- Carroll, John B., 169
- Center for the Study of Motivation and Human Abilities (Ohio State University), 142-43, 159
- Central Association of Science and Mathematics Teachers, 52
- Clark University, 10
- Cognitive skills
 - plausible reasoning and proof, 69
 - problem-solving heuristics, 69
 - routine skills, 69
- College Entrance Examination Board (CEEb), 17, 22, 23, 25, 58, 301
 - Commission on Mathematics of the, 22-25, 59, 291-92
 - members of the Commission on Mathematics of the, 23-24
 - Program for College Preparatory Mathematics*, 25
- College entrance requirements, 19-20, 49
- Columbia University, 17
- Commission on Mathematics (CEEb), 22-25, 59, 291-92
 - members of the, 23-24

- Committee on the Function of Mathematics in General Education (PEA), 20
- Computer-assisted instruction, 12, 35, 114-15
- Computers. *See* Media of instruction, computers
- Concepts, 69, 166-95, 332, 376-77. *See also* Moves in teaching concepts
 abstract, 174-75, 192
 attributive 173-74
 concrete, 174-75, 192
 conjunctive, 172, 192
 criterion tests for mastery of (*see* Tests, criterion)
 definition of, 169-70
 denotative, 173-74
 disjunctive, 172, 192
 explication of the term, 167-69
 general, 175-76
 relational, 172
 singular, 175-76
 strategies in teaching, 192-95
 taxonomy of, 167, 171-77
 verbal, 169-71
- Conceptual Models in Teacher Education* (Verduin), 334
- Conclusion, 206
- Conditionals, 208, 217, 233
- Connectionism, 10-12, 13
 application of, in pedagogy, 11
 laws affecting the S-R bond in, 12
- Contradiction, 214-15, 216, 217
- Contrapositive, 216, 217. *See also* Inference schemes, contraposition
- Copi, Irving M., 189
- Cremin, Lawrence A., 9
- The Transformation of the School*, 4
- Criterion tasks, 280-83
- Curriculum, 8, 9, 10, 22, 56-85, 131, 375.
See also Instructional planning
 application of research to the development of a, 56-57, 60, 62-64, 77-84
 components of a, 65-73
 cost-effectiveness of the, 81
 definition of, 57-60
 development process for a, 56, 57, 60-62, 73-77
 effect of world wars on the, 8, 23
 instruction-learning process in the, 71-73
 international influences on the, 26
 for junior high school, 19
 planning levels of a, 59-60, 64
- teacher's role in using a, 84-85, 375
 for secondary school, 19, 24
 selection of instructional materials for the, 91-93
 spiral, 99, 302, 358
 subject matter in the, 67-70
 task analysis in the, 59
 textbooks as guides for the, 92
 unifying concepts in the, 69
 utilization procedures in the, 95
- Darwinism, 8-10
- Deduction theorem, 209-39 *passim*
- Definition, theory of, 189-91
- Definitions
 nominal, 190
 stipulative, 190
 reported, 190-91
 verbal, 190
- Demonstration, definitions of, 206-7, 212, 214
- Depression, the Great, 8, 18
- "Developing Mathematical Processes" (Research and Development Center for Cognitive Learning, University of Wisconsin), 59, 75
- Dilworth, Robert P., 246-47
- Dodes, Irving Allen, 328
- Education
 definition of, 57
 effect of the industrial revolution on, 6-8
 general, 20
 government agencies for, 52-53
 impact of social conditions on, 4-8
 role of, 9
 professionalization of, 18
 vocational, 7, 8
 universal, 5
- Eight Year Study (PEA), 19-20, 22
- Enrichment material, 97, 98, 145-50, 381-82
- Equality, 228-35
- Eratosthenes, 381-82
 sieve of, 341, 342, 343
- Euclid, 14, 146
- Evaluation, 73, 153. *See also* Tests
- Existential statements, 221-23, 227
- Fehr, Howard F., 13, 24, 263, 333
- Fibonacci sequence, 147, 276-80
- Formulas, well-formed ("wffs"), 203-40
passim

- Freud, Sigmund, 10
 Function concept, 19, 171
- Gage, N. L., 329, 333-34
 Gagné, Robert M., 14, 247
 General Electric computer programs, 112
 Generalization, 220, 222, 223, 224, 227-28, 235, 239, 243, 267-89, 377
 and problem solving, 267-70
 target tasks in teaching, 283-85
 criterion tasks in teaching, 280-83
 verbalization of, 285-89
 Geometry, 16, 19, 380-96
 Gesell, Arnold, 11
 Getzels, J. W., 247
 Ginther, John L., 192
 Glaser, Robert, 14, 72
 Goals of instruction, 67-69, 143, 320
Goals for School Mathematics (Cambridge Conference on School Mathematics), 26, 292
 Goodlad, John, 57-58
 Griffin, F. L., 21
 Guilford, J. P., 248
- Hall, G. Stanley, 9-10
 Hardy, G. H., 155
 A Mathematician's Apology, 148
 Hartung, M. L., 21, 22
 Hewlett-Packard desk-top computer, 112
 Hilbert, David, 16, 146
 Homework, 326-27
 Hutchinson, C. A., 21
- Ilg, F. L., 11
 Individual differences, 5-6, 7, 11, 34-39, 61, 70, 159-60, 283, 325-26
 grouping procedures to account for, 34-35, 194
 instruction to account for, 122, 303-4
 programmed learning to account for, 35
 ungraded schools to account for, 35
 Induction hypothesis, 237, 238, 239
 Induction, mathematical, 235-40
 Induction theorem, 237-39
 Industrial revolution, 6-8
 Inference schemes
 conjunction, 209, 210, 211, 216
 contraposition, 209, 210, 216
 double negation, 210, 215
 modus ponens, 206, 207, 209, 212, 230, 234
 modus tollens, 210, 215, 216
 proof by cases, 210-12
 simplification, 209, 214, 215
 transitivity, 210
 Inference theory, 202
 Institute for Mathematical Studies in the Social Sciences (Stanford University), 78
 Instructional materials, 54, 71-72, 99-100, 152-53, 362. *See also* Media of instruction; Textbooks
 correct mathematical content in, 96
 criteria for selection of, 95-106
 and the curriculum, 91-93
 graphical model for comparing instructional objectives with, 108-9
 role of, in the classroom, 93-95
 Instructional planning, 56, 313-35
 components of, 319-20
 at the lesson level, 315, 317-19
 at the unit level, 315-17
 Instructional systems, 91
 application of media technology to, 61
 Instruction-learning process, 71-73
 Intelligence quotient, 11
 Interest, 36, 38, 137-62, 308, 316, 379, 381
 factors in generating, 157-60, 356
 potential generators of, 143-57
 psychological bases for the motivation of, 137-43
 sources of, 160-62
 International Commission on the Teaching of Mathematics (International Congress of Mathematicians), 18
 International Congress of Mathematicians, 18
 International Study of Achievement in Mathematics, 83
- Jackson, Philip W., 330
 James, William, 9, 10, 11-12
 Principles of Psychology, 9
 Joint Commission of the Mathematical Association of America and the National Council of Teachers of Mathematics, 21-22
 members of the, 21
 The Place of Mathematics in Secondary Education, 21-22

- Languages, 155-56, 169-71
 metalanguage, 170, 188-89, 200-201
 object language, 170, 200-201, 203
 symbols for object language, 203-5
Learning of Mathematics: Its Theory and Practice, The (Twenty-first Yearbook, NCTM), 13, 249, 263, 283, 292, 314, 396
 Learning theory, 8-15, 72-73, 333-34
 Luchins, Abraham S., 248, 251
- Madison Project, 118
- Manipulative devices, 16, 118, 122
 activity cards as, 118-22
 geoboards as, 123-26
 in measurement activities, 130
 polyhedra as, 122-23
 in probability and statistics, 130
 squares as, 127-29
- Mathematical Association of America (MAA), 18, 23, 46, 52
 members of the National Committee on Mathematical Requirements, 18
 National Committee on Mathematical Requirements, 18
The Place of Mathematics in Secondary Education (MAA and NCTM), 21-22
Mathematical Discovery (Polya), 250
 Mathematical recreations, 150, 159, 300-301
Mathematician's Apology, A (Hardy), 148
- Mathematics, 4
 accelerated programs in, 37
 applications of, 146-49
 consumer, 19, 22
 cultural value of, 145
 as a discipline, 69
 disciplinary value of, 11
 effects of reading deficiencies on learning, 44, 398
 general, 19
 goals of instruction in, 67-69, 143, 291, 320
 history of (see Enrichment material) fairs, 152
 laboratory work in, 16, 36, 293, 298-99, 387
 leagues, 152-53
 manipulation of concrete materials in, 16 (see also Manipulative devices)
 reflective thinking in, 20
 specialists, 52-53
 utility of, 69, 80-82
 vocational importance of, 68
- Mathematics education, value of a, 145
Mathematics in General Education (PEA), 19-20, 21
- Measurement movement, 10-11
- Media of instruction, 61, 91, 116, 313, 316-17, 356, 376. See also Text-books; Instructional materials
 audio tapes and cassettes, 115
 computers, 35, 71, 91, 111-15, 301-2
 films, 116
 games, 117-18
 manipulative devices, 118-30
 overhead projectors, 115, 382
 programmed texts, 113-14
 radio, 116-17
 television, 111
- Mental discipline, 11
- Methods courses, 26-28
- Methods of instruction, 26-28, 100, 151-52, 192-95, 316, 327-30
 by criterion tasks, 280-84
 by target tasks, 283-85
- Mickelson, John M., 321
- Modern mathematics, courses for parents in, 42
- Moore, Eliakim Hastings, 16-17, 131
- Morrill Act (1862), 7
- Motivation. See Interest
- Moves in teaching concepts, 177-92
 connotative, 177-84
 denotative, 184-88
 metalinguistic, 188-89
- Murray, Edward J., 156
- National Committee on Mathematical Requirements (MAA), 18-19
 members of the, 18
- National Council of Teachers of Mathematics (NCTM), 21, 35, 51-52, 95, 112, 116, 332
- Conference on Needed Research in Mathematics Education, 82
- Works: *Arithmetic Teacher*, 51; *The Learning of Mathematics: Its Theory and Practice* (Twenty-first Yearbook), 13, 249, 263, 283, 292, 314, 396; *Mathematics Student Journal*, 51; *Mathematics Teacher*, 21, 51; *The Place of Mathematics in Secondary Education* (Fifteenth Yearbook), 21-22

National Longitudinal Study of Mathematical Abilities (SMSG), 78, 83
National Science Foundation (NSF), 53

Nuffield Mathematics Project, 74

Objectives, 21-22, 61, 92-93, 95, 108, 143, 291, 320-24

behavioral, 59, 69-70, 73, 93, 317, 322
(see also Tests, criterion)

course, 316

cultural, 19

disciplinary, 11, 19

of general education, 20, 21-22

graphical model for comparing instructional materials with, 108-9

practical, 19

student, 322

terminal and intermediate, 93

unit, 320-24

Ohio State University Center for the Study of Motivation and Human Abilities, 142-43, 159-60

"Open sentences," 226-27

Organization for European Cooperative Development, 26

Pascal, 241

Perry, John, 15-16, 18, 384

Piaget, Jean, 14, 74, 140

Place of Mathematics in Secondary Education, The (Fifteenth Yearbook, NCTM), 21-22

Polya, George, 249-51, 256, 392
Mathematical Discovery, 250

Predicate calculus, 218-28

Premises, 206

Pressey, Sidney L., 14

Primitive (undefined) terms, 199

Principles of Psychology (James), 9

Problem solving, 20, 69, 241-65, 378.

See also Polya, George

in algebra, 254-57

applications of, 253

as basis for mathematics in the curriculum, 20

components of success in, 251-52

in the curriculum, 243

factor of reality in, 252, 253

flexibility in, 255-56

generalizations and, 267-70

in geometry, 257-64

heuristic method of teaching, 250

importance of reading skills in, 44
and psychology, 247-49

research in, 251-57

self-teaching of, by students, 243, 244

teaching, 114, 249-51

in traditional materials, 244-47

transfer of training in, 249

Productive Thinking (Wertheimer), 248

Programmed learning, 12, 35, 74, 75

Progressive Education Association (PEA)

Eight Year Study, 19-20, 22

Mathematics in General Education, 19-20, 21

Proof, 196-240, 377-78

checked by computer, 218

constructing, 218

definitions of. See Demonstration, definitions of

formal, 197, 202, 218

indirect, 214-18

strategies for teaching, 196, 208-40

Psychology, 9-15, 72, 247-49. See also Learning theory; Objectives, behavioral

clinical, 10

conditioning in, 11-12

developmental, 9

factor of environment in, 9, 13

experimental, 10

Gestalt, 11, 12-14

maturational approach in, 9-10

application of, to problem solving, 247-49

savings-transfer in, 69

transfer of training theory in, 69, 249

Pygmalion in the Classroom (Rosenthal and Jacobson), 39

Quantification, 219-28, 239-40

Reading skills, importance of, in learning mathematics, 44, 398

Rector, Robert, 194

Reeve, W. D., 21

Research. See Curriculum, application of research to the development of a; *Pygmalion in the Classroom*

Research and Development Center for Cognitive Learning (University of Wisconsin), 59, 78

Rollins, James H., 193-94

Rosenthal and Jacobson

Pygmalion in the Classroom, 39

- School Mathematics Study Group (SMSG), 25-26, 35, 58, 110, 244
Geometry, 392, 395
 National Longitudinal Study of Mathematical Abilities, 78
- Schools
 attendance in, 7, 18
 criticism of, 7
 junior high, 19, 37; 112
 minority groups in, 6
 overcrowded, 6
 public, 5, 6
 relevance of, to social needs, 6
 vocational, 7
- Science Research Associates computer courses, 112-13
- Set concept, 24
- Skills, 118, 378-79
 cognitive, 69
 development of, 4, 291-308
 maintenance of, 298, 302-3
 procedures for fixing, 298-302
 routine drill for, 295-96
- Skinner, Burrhus F., 14
- Smith, B. Othanel, et al., 329
A Study of the Strategies of Teaching, 177, 179, 183, 184, 185, 189, 192
- Smith, David Eugene, 18
- Smith-Hughes Act (1917), 7
- Sputnik, 3, 8
- Stanford-Binet Intelligence Test, 11
- Stanford University Institute for Mathematical Studies in the Social Sciences, 78, 114
- Statement calculus, 203-18
- Students
 college-preparatory, 22
 influence of parents on, 40-42
 low achievers, 293, 297-98, 301, 397-422
 mathematically talented, 36-38
 middle group of, 38-39
 non-college-preparatory, 22, 35-36, 112
 tutoring of, 44-45
- Student teachers, 49-50
 lesson planning by, 317-19
- Substitution, 228-29, 231-32
- Target tasks, 283-85
- Tautology, 213, 214, 215, 233
- Teacher decisions, bases for, 331
 experience, 332
 learning theory, 333-34
 mathematics, 332
- Teacher-materials interaction, 93-95, 99-100
- Teacher planning
 of lessons, 317-19
 of units, 315-17
- Teachers, 33, 54-55, 71
 and administrators and supervisors, 46-48
 certification of, 26-27
 and children, 33-34
 communication with other, 39, 42-45
 as decision makers, 313, 330-34
 effect on, of universities and colleges, 49
 ethics between, 44-45
 and guidance counselors, 45-46
 inexperienced, 35, 47, 106-7
 interaction between materials and, 93-95
 of low achievers, 398
 and parents, 40-42
 personality of, 154
 and private industry, 53-54
 professional organizations for, 51-52
 role of, in stimulating interest, 153-57
 and school boards, 48
 and student teachers, 49-50
 as teaching agents, 70-71
 textbook editions for, 90-91
 as troubleshooters, 95
- Teaching agents, 70-71
- Terman, Lewis M., 11
- Tests, 153, 299, 317
 accompanying textbooks, 90, 105
 achievement, 11, 34, 90
 criterion, 70
 mental, 11, 34
 standardized, 18, 34, 107 (*see also* College Entrance Examination Board)
- Textbooks, 18, 19, 25-26, 54, 110-11, 244, 315, 375-76. *See also* Instructional materials; Teacher-materials interaction
 choice of, 47
 as curriculum guides, 92
 organization, layout, and construction of, 104-5
 reading level of, 100-101
 as source of exercises, 101-3, 326
 supplementary materials with, 105-6
 teachers' editions of, 90-91, 106
 teachers' use of, 106-7, 375-76

- Theorems, 199-240 passim
 defined, 199, 201
Thorndike, Edward L., 10-11, 12
Trade schools, 7
Transfer of training, 69, 249
Transformation of the School, The
 (Cremin), 4
Travers, Robert M. W., 168
Trigonometry, 19
Truth tables, 213-14
Tutoring, ethics of, 44-45
Tyler, Ralph W., 63-64
- UNESCO, 26
Unifying concepts, 69
University of Illinois Committee on
 School Mathematics (UICSM), 30,
 35
 Programmed Instruction Project of
 the, 114
- University of Wisconsin Research and
 Development Center for Cognitive
 Learning, 59, 76, 78
Urbanization, effects of, 5-6, 61
U.S. Office of Education (USOE), 18,
 53
- Variables, free and bound occurrences
 of, 224-28
Verduin, John R., Jr.
 Conceptual Models in Teacher Edu-
 cation, 334
- Washington State University, 114
Wertheimer, Max, 248
 Productive Thinking, 248
Wills, Herbert, 282
Woodworth, Robert S., 11
Young, J. W. A., 324-25